



NEWS & REPORTS

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Schools get lean budget

Lawmakers approve major changes to salary, transportation distribution formulas

Shrinking endowment funds will offset an increase in state general support to create a lean budget for FY 2004.

Lawmakers set the public schools budget in May as one of their final actions after raising sales and cigarette taxes to cover a budget deficit.

"This will be tight financial year for schools," said Superintendent of Public Instruction Marilyn Howard, noting that districts are experiencing increases in utility, health insurance, and other costs.

In the State Department of Education's annual legislative and budget review held May 12, superintendents were told that funds generated by the endowment are expected to be less than estimates. In addition, property tax values are expected to be lower.

SDE finance chief Tim Hill urged districts to budget conservatively for FY 2004.

Salary funding

About \$6 million was added to the salary appropriation in anticipation of growth in 2003-04 school year.

No changes were approved in base salaries and lawmakers capped the statewide salary index.

The index change only affects the state's method for calculating funds available to districts and charter schools for salaries.

Local school districts still establish the actual salaries for their staff.

Lawmakers eliminated the "use-it-or-lose-it" provision for the use of funds for administrative positions. The change means districts



Superintendent of Public Instruction Marilyn Howard addresses superintendents and school districts and business managers during the annual post legislative review May 12. The review was conducted by statewide teleconference because the longer than usual legislative session.

could direct those dollars for other purposes.

Transportation

A proposal to limit transportation funding to a percentage of the statewide average was delayed to another budget year.

The delay is intended to give districts time to examine and adjust costs.

The change is expected to begin in FY 2005 and be phased in over three years. Those plans could be changed in future legislative sessions.

The state will move forward with plans to define a "basic" bus and use that in determining reimbursable costs.

Classroom support

The budget plan for FY04 was intended to keep support unit funding steady at an estimated \$24,400 per unit.

At this level, state's portion of the unit support is estimated to drop 30 percent and will be offset by increases in local property taxes because of rising property values.

New distributions

Legislators also approved three new distribution items for the public schools budget: a budget stabilization account, support for the Idaho Digital Learning Academy, and school facilities support.

Appropriations

\$943 million in state general funds, of which about \$7.1 million is set aside for a "rainy day" account and \$73 million is for property tax replacement.

That appropriation compares to the current year's \$920 million, which includes \$67.8 for property tax replacement.

\$50.9 million of dedicated funds including for the first time about \$9.2 million in lottery funds.

That compares with \$60.8 million appropriated for this year, down about \$10 million.

Turn to Budget, Page 2

State committee develops new draft of plan for accountability

A citizen's committee is collecting public comment to help shape recommendations for how Idaho should hold its districts, schools, educators, and students accountable for meeting achievement standards.

The group met three times this spring to review a previous draft accountability plan as well as federal accountability requirements.

The "No Child Left Behind" legislation requires states to have in place a single accountability system that applies to all students and is based on making Adequate Yearly Progress.

The new draft plan differs from the prior plan primarily by including federal requirements and changing to a format mirrors federal language.

The accountability committee held hearings throughout May and will accept written comments into June.

The committee will meet June 8 to review the comments and decide what changes if any will be made to the plan.

The goal is to have a final recommendation ready for the State Board of Education to consider in August and for the board to have a plan for the Legislature to approve in January 2004.

Updates will be posted on the State Board of Education's website www.idahoboard-of-ed.org.

The committee making the recommendations to the board is significantly different from the group that developed previous drafts. The board decided earlier this year to expand its Assessment and Accountability Commission and create two committees underneath it.

Accountability committee members are: Chairman Karen McGee, State Board of Education member, Pocatello; Dr. Janet Aikele, virtual charter school administrator, Hailey, at large; Jeri Armstrong, Indian Hills Elementary School teacher, Pocatello, at large; Dr. Philip Kelly, Boise State University, Boise, Region III; Tracy Lotz, small business owner, Hailey, Region IV; Tom Luna, small business owner, Nampa, at large; Evelyn Robinson, Lewis Clark Elementary School principal, Pocatello, Region V; Katherine Siddoway, retired educator, Hayden Lake, Region I; Kenneth Sheppard, Melaleuca, Idaho Falls, Region VI; Karen Vauk, Micron Technology, Boise, at large; Gary Young, former state representative, Moscow, Region II; and Mary Ann Ranells, State Department of Education representative, Boise.

Draft VII
Review the plan on Pages 4-5.

ABCs of AYP
Critical to the state's plan is how Idaho will meet federal expectations. See details on Page 3

On the web
Watch a May 8 interview about the accountability hearings at www.sde.state.id.us/dept

Idaho teacher still has eye on space

Barbara Morgan determined to fly, despite tragedies

By Tim Woodward
The Idaho Statesman
(Reprinted with permission)

The Columbia disaster is still difficult for Barbara Morgan to talk about, but her determination to go into space is unshakable as ever.

Morgan was in a chase plane waiting to meet the Columbia over Florida when the space shuttle disintegrated Feb. 1 over Texas. She spent part of the day doing what she could to help the families of its crew, all of whom were fellow astronauts and friends.

"I'd rather not go there except to say

that families were taken care and are being taken care of," she said when asked about her role in the events of Feb. 1 while in Boise Friday, (April 12) as the keynote speaker at an Idaho Education Association convention.

With a question about whether she was having second thoughts about her own space mission, however, the familiar Morgan smile returned.

"No," she said. "The International Space Station is still flying, the investigating board is looking into what went wrong, and I have every confidence that it will be fixed. I'm still going. I just don't know when."

An educator mission specialist and Christa McAuliffe's teacher-in-space backup for the 1986 Challenger flight, Morgan said the Columbia accident and

Resources for teachers

The State Department of Education and the University of Idaho are teaming up with NASA to provide resources to middle school teachers. Details on Page 6

investigation have postponed the planned Nov. 13 launch.

"I don't know how long the delay will be," she said, "but I don't think it will be a long, long time."

NASA spokesman Doug Peterson said Friday (April 12) that Morgan's flight "is probably at least a year out from today. It all depends on what happened to Columbia and how to fix it."

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Former McCall teacher Barbara Morgan has visited Idaho several times this year.

LESSONS FROM THE FIELD

Multi-disciplinary unit helps connect standards, addresses learning styles

By Sherry Squires
for News and Reports

What do you get when you combine 28 fifth and sixth graders, a variety of learning styles and levels and "My Brother Sam is Dead?"

Third-year Collister Elementary School teacher Brandon Hampton got a multi-disciplinary project based on Idaho's Achievement Standards that perfectly melded social studies, math, language and the arts and intrigued all of his students.

Because of recent low enrollment, the fifth and sixth grade classes were combined at the Boise school.

"I wanted to build a project that would utilize all of their learning styles," Hampton said. "The students really stepped up and met the challenges I gave them."

Hampton broke the class into 12 groups of two to three students. Each of the groups was assigned one chapter of "My Brother Sam is Dead," a novel about a family divided between loyalty to the British and fighting for America's freedom during the Revolutionary War.

The plan was for each group to design a script, build some marionettes and then present its chapter of the book.

Each day, Hampton handed out a task list. The students would spend their designated amount of time on the marionettes project. For the physical building of the marionettes, they used empty shampoo and water bottles for the bodies, drilled holes in the sides and used rolled up newspaper to create fully articulated marionettes.

They fashioned heads and faces with foam balls covered in casting material to create facial expressions and used yarn to make hair. They then hand sewed all of the cos-



A student in Brandon Hampton's fifth/sixth grade class works on a marionette this spring.

Resources for teachers

The State Department of Education has produced two multi-disciplinary units for use in second and third grades. Information on those is available on the department's web-site www.state.id.us/dept under Courses of Study.

tumes.

The students also designed a tri-fold set, hand-wrote their scripts, and had them edited and then typed them in preparation for the play.

"I tried to incorporate everything -- something for visual learners, hands-on learners," Hampton said. "And we were very heavy on language arts."

The students rehearsed in class then presented their production to some Collister schoolmates. "From the lowest to the highest levels in my class, the marionettes looked professional and the play came off great," Hampton said.

Hampton had most of the students in his class for third grade so they knew what his

demands would be and he knew their working styles and abilities.

For those students who needed to be challenged, the marionettes project allowed their creativity to flow. For those not inspired by some traditional learning techniques, the marionettes sparked interest and approached education in a way they had not seen.

Like most teachers, budget constraints were a concern for Hampton, but he invested very little monetarily in the project. Area businesses and parents donated most of the materials.

"I feel the key to the success of the marionettes project was that it was a large project that incorporated all of the learning areas," he said.

District's reading focus makes a difference

By Sherry Squires
for News & Reports

Five years ago, Caldwell School District faced a serious problem. There were major discrepancies between reading skills for minority children and non-minority children. There were no new resources to put to the problem. And there was no quick fix.

Today, the district is celebrating much-improved numbers.

"We still have a gap and we're working very hard to close it," said Jesus De Leon, director of federal programs for the district. Reading reform doesn't happen overnight, but there are bright spots and signs that we are heading in the right direction for all of our children."

That direction was not set by any single approach, but by harnessing every resource possible, carefully assessing what was working and what wasn't, and being open to new ideas and new methods.

Data and test scores showed the district - which at many schools is 50 percent Hispanic - that its students were capable of learning, but they needed more time.

Data also indicated that those students who were not proficient by the end of kindergarten likely would not be reading at grade level by third grade.

"We knew there was no magic rainbow with the answer at the end," De Leon said. "But we knew these kids were going to be gone and we were going to lose them if we didn't do something."

He said that the district disaggregated information - that is, didn't hide data in averages - and put it in front of teams established at each school.

Closing the gap

In two years, the Caldwell School District has increased the percentage of third grader scoring at grade level 17 percent. The increase for its at grade level Hispanic third graders from the prior year was 14 percent.

"We had to ask, the difficult questions. That's hard for school systems to do," he said.

"But data is very important. Answers guide improvement."

"We had to convince ourselves that it's possible to have all kids proficient. It's hard work, but all kids can be proficient, whether they are Anglo, Hispanic, well-off or in poverty. We've begun to see the change."

The district began to visit with other districts that faced similar problems and to focus on available research for second-language learners.

One of the first steps was to increase time spent on reading to more than 90 minutes each day. Teachers were also asked to pay close attention to how they were teaching the language, and students were given more opportunities to play with words, to learn phonics.

Students who needed intervention were identified and placed with the schools' most talented teachers, and always with certified teachers.

And the district revamped its professional development system, implementing strategies to reduce the difficulty of the language and working to make the education targeted and useful for teachers.

Continued on Page 6

Space workshops offered for middle school teachers

An Idaho teacher's upcoming trip to space may provide an opportunity to capture the imagination of students and help reinforce science and mathematics standards in the classroom.

Workshops this summer will provide middle school educators with a standards-based approach to using Barbara Morgan's space shuttle mission as a springboard to highlight science, mathematics, and engineering for Idaho students in grades 4-8.

The workshops are being developed by the Idaho Reaches Into Space (IRIS) project. IRIS is organized by educators representing the State Department of Education, University of Idaho, the Idaho Space Grant Consortium, and the NASA

Educator's Resource Center at U of I.

Morgan's mission was originally scheduled for November 2003, but has been delayed because of the Columbia disaster. A new mission date has not been set.

The workshops schedule is:
Boise — June 6-7 at Capital High School

Twin Falls — June 9-10 at Vera C. O'Leary Jr. High School
Idaho Falls — June 12-13 at Eagle Rock Jr. High School

Coeur d'Alene — June 16-17 at Lakes Middle School.

Participants will review classroom activities for grades 4-8 developed by NASA and aligned to Idaho's Achievement Standards.

These activities will be

designed for use before and during the space shuttle launch and will integrate reading, science, mathematics, and technology.

There is a \$20 registration fee for the two-day workshop which includes posters, lithographs, activity booklets, educational briefs, and more. In addition, a University of Idaho in-service credit will be available.

IRIS participates will receive preference in questions for NASA school wide assemblies. (For more information on NASA Aerospace Educators assemblies, go to <http://www.okstate.edu/aesp/AE.SP.html>.)

To register for the workshop contact Betty Collins at: bettyc@uidaho.edu or 1 (208) 334-9572.

Morgan

Continued from Page 1

Morgan's astronaut training at the Johnson Space Center in Houston is continuing.

"It's practice, practice, practice," she said. "We had our first live runs for the space walks last week. I'll be the choreographer-director inside the shuttle, directing the guys outside."

The primary objective of the planned 11-day mission is to deliver a truss segment to the International Space Station.

Idaho's astronaut took time Friday (April 12) to pay tribute to Idaho firefighters who helped

in the search for debris from the Columbia.

"They've worked long, long hours and been an inspiration to everyone," she said. "We thought we'd have to motivate them, and they ended up motivating us."

Her message to the IEA was characteristically upbeat.

"With all the changes and challenges in education, we're so lucky that Idaho teachers still have a strong connection with students and teach the whole child," the former McCall third-grade teacher said. "We should be very proud of that and work to keep it."

Budget

(Continued from Page 1)

· \$4.7 million in cigarette and lottery tax funds dedicated to Safe and Drug-free School programs.

Distributions

· \$73 million for property tax replacement, a nearly 6 percent increase

· \$61 million for transportation, a 6 percent increase

· \$800,000 for border contracts, a 20 percent decrease

· \$4 million for exceptional contracts, a 14 percent increase

· \$666.6 million for salary based apportionment, a 1 percent increase

· \$654,000 for teacher incentive award, a 6 percent increase

· \$117 million for state-paid employee benefits, a 1 percent increase

· \$4.5 million for early retirement program, an 18 percent decrease

· \$4.7 million for Safe and

Drug-free Schools programs, no change

· \$825,000 for School Facilities Support, a new item for the public school budget, funds pay for interest on school bonds

· \$8.4 million for school technology, no change

· \$3.3 million for the reading initiative, no change

· \$4.47 million for limited English proficient programs, no change

· \$450,000 for the Idaho Digital Learning Academy, a

new program

· \$1 million for least restrictive environment training

· \$1 million for standards implementation, a \$3 million drop in state support.

· \$8.4 million for School Facilities Funding, a new item that reflects lottery fund distribution to schools

· \$28.8 million for the state's share of support unit funding, down 28 percent

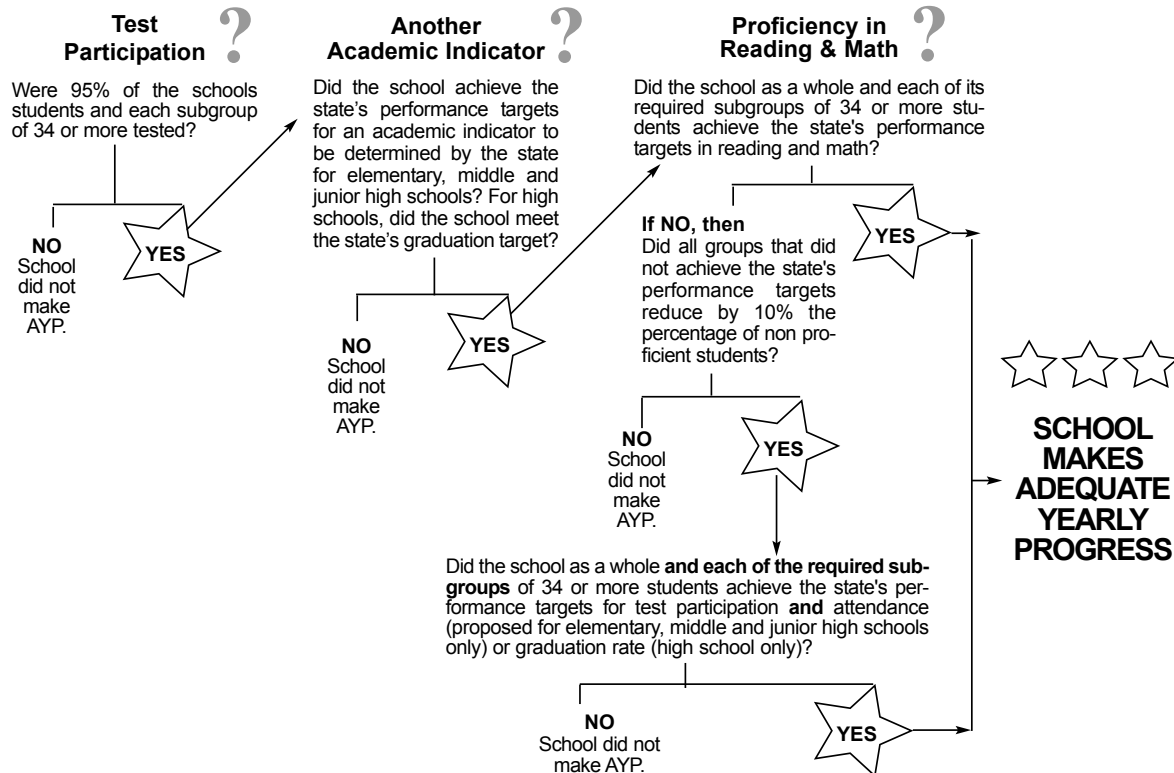
Lawmakers decided to change the allocation of the public schools budget.

Instead of keeping the budget in one bill, funding was divided into several bills representing the following areas: administrators, teachers, operations, children's program, and facilities.

In addition, the Finance and Appropriations Committee shifted the majority of federal education funds into the public school account. It kept federal support for State Department of Education staff and administrative funds in the SDE budget.

The ABCs of AYP in Idaho

As part of Idaho's accountability system, schools must meet separate state performance targets in three areas: student proficiency in reading and math; test participation; and another academic factor. To determine if a school has met the state targets for the school year, answer the following questions:



FREQUENTLY ASKED QUESTIONS ABOUT ADEQUATE YEARLY PROGRESS

What is "AYP?"

AYP stands for Adequate Yearly Progress. It represents annual academic performance targets in reading and math that schools must reach to be considered on track for 100% proficiency in each subject by 2013-14.

How does a school reach AYP?

Schools must meet three targets each year:

- Achieve a 95% participation rate in state assessments for all students and subgroups of 34 or more students;
- Reach targets for proficiency for all students and subgroups of 34 or more students;
- Reach targets for one other indicator. For high schools, the indicator is graduation rate. For elementary and middle schools, Idaho is considering attendance.

What subgroups of students will be monitored for test participation?

- Racial/ethnicity: Whites, Blacks, Hispanics, Native Americans, Asians
- Economically disadvantaged (students on free or reduced-priced lunch)
- Students with disabilities
- Limited English Proficient students
- Gender
- Migrant

What subgroups of students will be monitored for accountability in student

academic performance?

- Racial/ethnicity: Whites, Blacks, Hispanics, Native Americans, Asians
- Economically disadvantaged (students on free or reduced-priced lunch)
- Students with disabilities
- Limited English Proficient students

How is proficiency on the state assessment defined?

Students scoring at proficient or advanced on the on grade level, at grade level Spring ISAT reading and math will be considered for AYP determinations for schools serving children in grades 3-10.

Do schools have to reach performance targets in both reading and math to make AYP?

Yes. Separate AYP determinations must be made in reading and math.

Do all subgroups of 34 or more students have to reach the performance targets in reading and math in order to make AYP?

Yes.

Is there an option for schools where groups have not met state performance targets?

Yes. It is called the "Safe Harbor" provision. The provision allows schools to still make AYP if the subgroup that did not meet the state performance target did meet the

Example of "Safe Harbor" Provision

In this example, the state goal is 50 percent proficient for a school and all its subgroups of students. The school makes the goal for all groups except special education students. Only 30 percent of special education students are proficient.

Calculating Safe Harbor

Prior year:	78% not proficient
Current year:	70% not proficient
Year to year change:	10% reduction
$(78-70)/78 =$	

Students must meet state goals for test participation and other indicators for Safe Harbor to apply.

Under the "Safe Harbor" provision the school makes its AYP goal because it has reduced the number of "non proficient" special education students by 10 percent from the prior year.

following conditions:

1. The percentage of non-proficient students was reduced by 10 percent from the prior year AND
2. The subgroup met its state target on another academic indicator such as graduation rate at the high school level.

How will Idaho's annual performance targets be set?

The state will establish targets after analyzing on grade level, at grade level Spring ISAT data in reading and math.

Wasn't the state's old assessment going to be used to determine the starting point for measuring progress?

Initially, it was believed that the state would be required to use the ITBS data from 2001-02 to set the starting point for measuring AYP. Federal representatives have told the state it may use on grade level, at grade level portions of the 4th, 8th, and 10th-grade ISAT.

What will be the targets for other AYP factors: graduation and a separate academic indicator for elementary and middle schools?

The state will set those targets after analyzing data this spring.

How will the state assist state and school districts with AYP?

The state will:

- Define AYP
- Collaborate with districts to deliver training in making AYP determinations for schools and school subgroups
- Develop a template that may be used in making and reporting AYP determinations
- Calculate and make AYP determinations for districts and schools.
- Provide technical assistance for schools.

What if a school does not meet AYP?

Schools that fail to make AYP for two consecutive years will be identified as in need of improvement. The school will develop an improvement plan and offer school choice the following school year.

Schools that fail to make AYP for a third consecutive year will offer school choice and supplemental services in reading and math.

Schools that fail to make AYP for a fourth consecutive year will be placed in corrective action.

How does a school get off school improvement?

By making state AYP targets for the all students and subgroups of 34 students in reading and math for two consecutive years.

How can I get more information about AYP and Idaho?

Contact Tom Farley, Federal Programs Bureau Chief, State Department of Education, 1 (208) 332-6890 or 1 (800) 432-4601.

Draft VII Accountability Plan

MISSION

To create a Comprehensive Assessment and Accountability System for Idaho's system of public education that includes appropriate indicators, levels of recognition, rewards, consequences, and improvement for all stakeholders.

GOALS AND OBJECTIVES

1. To use student achievement data for the ongoing improvement of Idaho's public education system such that students ultimately meet or exceed Idaho's Achievement Standards.
2. To improve student preparation for postsecondary education and the workforce.
3. To improve the quality of administration, teaching, and learning in Idaho public schools.
4. Idaho will adopt a single statewide accountability system.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and districts.

1.1 Accountability system includes all schools and districts in the state.

1.1.1 All public schools and districts will make adequate progress toward having all students meet state standards.

1.1.2 Annual progress for schools with grade levels that do not take the Idaho Standards Achievement Test (ISAT) will be measured by using the spring Idaho Reading Indicator (IRI).

1.1.3 Small schools will use the same academic indicators but will include an accreditation report. (Small schools = enrollment <99 students).

1.2 Accountability system holds all schools to the same criteria.

1.2.1 Students who have not been present in a school for a full academic year (definition, principle 2.2.1) will not be included in Adequate Yearly Progress (AYP) determinations.

1.2.2 All students will be assessed and included in decisions about the district or state accountability.

1.2.3 Students will be held to performance standards levels that are consistent across all indicators.

1.3 Accountability system incorporates the academic achievement standards.

1.3.1 The State Board of Education (SBOE) has approved proficiency level definitions* for each student, school and district. See Attachment A.

1.3.2 The SBOE has approved ISAT proficiency level scores* for each student.

1.3.3 The SBOE will establish performance standards for the:

- 1.3.3.1 ISAT (grades 2-10)
- 1.3.3.2 Direct Writing Assessment (DWA) (grades 5, 7, 9)
- 1.3.3.3 Direct Math Assessment (DMA) (grades 4, 6, 8)

1.3.3.4 IRI (K-3)

1.3.4 The local boards of trustees, districts and schools will apply state defined performance levels for indicators to measure school and district achievement, and will define performance levels for any additional local indicators.

1.3.5 The SBOE will define performance levels for superintendents, principals and teachers.

1.3.6 The SBOE will establish optimal distribution criteria to measure school and district achievement at the student, school and district levels.

ISAT proficiency levels & score ranges

ADVANCED Exceeds Standards

The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his/her current educational level.

- The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level.
- The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level.
- The student can perform skills or processes independently without any significant errors.

PROFICIENT Meets Standards

The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills related to his/her educational level.

- The student demonstrates a comprehensive understanding of all information relevant to the topic, at level.
- The student can perform skills or processes independently without any significant errors.

BASIC Below Standards

The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.

- The student has an incomplete knowledge of the topic and/or misconceptions about some information.
- The student requires assistance and coaching to complete tasks without errors.

BELOW BASIC Critically Below Standards

The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.

- The student has critical deficiencies of relevant knowledge of the topic and/or misconceptions about some information.
- The student cannot complete any skill set without significant assistance and coaching.

1.4 Accountability system provides information in a timely manner.

1.4.3 Idaho will ensure that results of the academic assessments administered in the spring are available to the district prior to the beginning of the next school year.

1.4.4 The SBOE will direct the establishment of a statewide data management system.

1.4.5 The SBOE will collect performance data and establish a reporting system that provides timely data for all constituents.

1.4.6 Local boards of trustees, districts and schools will provide a system to communicate student performance and individual student needs to parents.

1.4.7 Idaho will provide for an appeals process for any school or district prior to classification of improvement or corrective action.

1.5 Accountability system includes report cards.

1.5.3 Each school and district will provide a public report card (Idaho Code 33-450).

1.5.4 Idaho will provide school profiles and financial summaries for each school district.

1.5.5 Idaho will provide test results for all disaggregated student population in the state consistent with federal require-

ments.

1.5.6 The SBOE will establish a consistent statewide reporting system for assessment results across all grade levels.

1.5.7 The SBOE will issue district and school-based reports to the public annually.

1.5.8 Districts must identify, communicate and provide for individual student needs.

1.6 Accountability system includes rewards and sanctions

1.6.1 The SBOE will establish a system for distinguished schools and districts.

1.6.2 The SBOE will establish a system of incentives for teachers, schools and districts that attain a defined level of performance. All state incentives will be created in such a manner as to supplement, but not contravene, federal requirements. These incentives may include:

- 1.6.2.1 Public recognition
- 1.6.2.2 Teachers and school-level bonuses based on student growth
- 1.6.2.3 Increased budgetary discretion

1.6.3 The SBOE will establish a system of consequences and interventions for teachers, schools and districts that do not attain a defined level of performance. All state consequences will be created in such a manner as to supplement, but not contravene, federal requirements.

MATH				
Grade	Below Basic	Basic	Proficient	Advanced
2	173 & below	174 to 184	185 to 200	201 & above
3	184 & below	185 to 195	196 to 211	212 & above
4	193 & below	194 to 204	205 to 220	221 & above
5	201 & below	202 to 212	213 to 228	229 & above
6	207 & below	208 to 218	219 to 235	236 & above
7	213 & below	214 to 224	225 to 240	241 & above
8	221 & below	222 to 232	233 to 248	249 & above
9	228 & below	229 to 239	240 to 255	256 & above
10	230 & below	231 to 241	242 to 257	258 & above

LANGUAGE ARTS				
Grade	Below Basic	Basic	Proficient	Advanced
2	175 & below	176 to 183	184 to 196	197 & above
3	185 & below	186 to 193	194 to 206	207 & above
4	192 & below	193 to 200	201 to 213	214 & above
5	199 & below	200 to 207	208 to 220	221 & above
6	203 & below	204 to 211	212 to 224	225 & above
7	206 & below	207 to 214	215 to 227	228 & above
8	210 & below	211 to 218	219 to 231	232 & above
9	212 & below	213 to 220	221 to 233	234 & above
10	213 & below	214 to 221	222 to 234	235 & above

READING				
Grade	Below Basic	Basic	Proficient	Advanced
2	173 & below	174 to 181	182 to 192	193 & above
3	184 & below	185 to 192	193 to 203	204 & above
4	191 & below	192 to 199	200 to 210	211 & above
5	197 & below	198 to 205	206 to 216	217 & above
6	202 & below	203 to 210	211 to 221	222 & above
7	206 & below	207 to 214	215 to 225	226 & above
8	209 & below	210 to 217	218 to 228	229 & above
9	212 & below	213 to 220	221 to 231	232 & above
10	215 & below	216 to 223	224 to 234	235 & above

These sanctions may include:

1.6.3.1 Prescribed professional development

1.6.3.2 Loss of state accreditation

1.6.3.3 Increased budgetary oversight by SBOE

1.6.3.4 District reconstitution by SBOE or Legislature

1.6.4 The SBOE will establish policy for school and district implementation of:

1.6.4.1 Improvement plans

1.6.4.2 Intervention plans

1.6.4.3 Assessment, data management and interpretation training

1.6.4.4 Staff development

1.6.4.5 Peer assistance and mentoring

1.6.4.6 Identification of master teachers

1.6.4.7 Identification of distinguished districts

1.6.4.8 Statewide mentoring programs

1.6.5 Local board of trustees, districts and schools must provide a system to identify, direct improvement and counsel districts, schools and teachers who do not meet performance expectations consistent with elements outlined in the State Accountability Plan. (Based on a three-year rolling average of student growth).

1.6.6 The SBOE will establish a system of accreditation based primarily on student achievement.

1.6.7 Students who attain

proficiency may be offered:

1.6.7.1 Curricular enrichment

1.6.7.2 Opportunity for dual enrollment in college courses

1.6.7.3 State scholarship programs

1.6.7.4 Monetary or other rewards for graduates not bound for postsecondary education

1.6.8 Students who do not attain proficiency may receive:

1.6.8.1 Intervention program based on individual needs

1.6.8.2 Focused curriculum and class selection

1.6.8.3 Timely and focused communication to student and parent

1.6.9 The local boards of trustees, districts and schools will utilize the distribution criteria set by the SBOE to measure school and district achievement.

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Draft VII Accountability Plan

2.2 The accountability system has a consistent definition of full academic year.

2.2.1 Full academic year - a student who is continuously enrolled in the same school from the first Friday in November to the administration of the spring ISAT (mid-April). (Requires expansion for students who are transferred for partial-year periods to special schools.)

2.3 The accountability system properly includes mobile students.

2.3.1 Students that attend multiple schools within the same district during the school year are not included in individual school or subpopulation groups.

2.3.2 The district is required to include these students in district-level reports.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

3.1 Accountability system expects all student subgroups, public schools, and districts to reach proficiency by 2013-14.

3.1.1 The SBOE will develop a comprehensive assessment plan.

3.1.2 The SBOE will establish indicators for figuring AYP as required by federal law.

3.2 Accountability system has a method for determining whether student subgroups, public schools, and districts made adequate yearly progress.

3.2.1 AYP will be determined for each school for the total student body as well as disaggregated subgroups to include:

- All students
- Race/ethnicity
- Socio-economic status
- Students with disabilities
- Limited English proficient (LEP)

- Gender
- Migrant

3.2.2 A minimum of 95% of students enrolled in the school in the years 3-8 and 10, as well as 95% of students in each subpopulation, must take the ISAT.

3.3 Accountability system establishes a starting point.

3.3.1 Idaho will establish a starting point by using the higher of (1) the percentage in the State of proficient students in the lowest achieving subgroup of students... or (2) the percentage of proficient students in the school that represents 20 percent of the State's total enrollment among all schools... (NCLB, 2002).

3.3.2 Baseline data will be established from the ISAT given in spring of the 2002-2003 school year.

3.4 Accountability system establishes statewide annual measurable objectives.

3.4.1 The SBOE has established assessment instruments to evaluate essential skills in reading, writing and math.

3.4.1.1 The ISAT is aligned with the academic achievement standards and will be implemented in Spring 2002.

3.4.1.2 The SBOE will develop performance-based assessments in writing and math for piloting in school year 2003-2004.

3.4.2 The SBOE has determined four performance levels to determine students' mastery

of Idaho Academic Achievement Standards. (See Attachment A)

3.4.3 The SBOE has developed performance standards. (See Attachment B)

3.4.4 The SBOE involved a broad base of education stakeholders to develop the performance descriptors. This group included persons with expertise in special education and limited English proficiency.

3.5 Accountability system establishes intermediate goals.

3.5.1 School and district proficiency levels will increase incrementally over the ten school years from the 2002-03 baseline to the 2012-13 federal target year. The first checkpoint of incremental proficiency growth will occur in the 2004-2005 school year. Subsequent checkpoints will occur in 2007-08 and 2010-11.

3.5.2 Idaho will establish separate reading and mathematics intermediate goals for elementary and high school grades.

3.5.3 All subgroups also must meet the intermediate goals.

3.5.4 Safe Harbor -- If the percent of students in the subgroup meeting proficiency represents a decrease in the percent of students not meeting proficient last year of at least 10%, and the subgroup met the 95% participation rate and makes progress on the other indicators or is at/above the target, the subgroup has met AYP.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and districts.

4.1 The accountability system determines annually the progress of schools and districts.

4.1.1 The proficiency growth is defined as the increase in the percentage of students scoring at or above the proficient level on statewide tests from year to year.

4.1.2 Idaho will make decisions each year about each school and district achieving AYP.

4.1.3 Idaho will develop accountability reports for schools and districts.

PRINCIPLE 5. All public schools and districts are held accountable for the achievement of individual subgroups.

5.1 The accountability system includes all the required student subgroups.

5.1.2 AYP will be determined for each school for the total student body as well as disaggregated subgroups to include:

- All students
- Major racial/ethnic groups: African American, American Indian/Alaskan Natives, Asian/Pacific Islander, Caucasian, Hispanic
- Economically disadvantaged
- Students with disabilities
- Limited English proficient (LEP)

- Gender
- Migrant

5.2 The accountability system holds schools and districts accountable for the progress of student subgroups.

5.2.1 Academic performance of all students must be measured against the proficiency levels established by the SBOE.

5.2.2 Proficiency scores provide a challenging, criterion-based goal for all students.

5.2.3 Idaho will develop a consistent process to code special populations.

5.2.4 AYP will be determined and applied to each school's total student body as well as disaggregated subgroups.

5.3 The accountability system includes students with disabilities.

5.3.1 All students with disabilities must participate in the statewide assessment by taking one of these measures:

5.3.1.1 Regular assessment

5.3.1.2 Regular assessment with accommodations

5.3.1.3 Alternate assessment

5.3.2 Score for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system within the parameters defined by federal statute and regulations.

5.3.3 AYP will be determined and applied to each school's total student body as well as disaggregated subgroups.

5.3.4 Districts will provide students with appropriate accommodations and adaptations according to the Idaho State Department Special Education Guidelines.

5.4 The accountability system includes limited English proficient students.

5.4.1 AYP will be determined for each school for the total student body as well as disaggregated subgroups.

5.5 The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.

5.5.1 Data will be analyzed for groups with 34 or more students.

5.5.2 Scores from subgroups with less than 34 students will be included in the school and district aggregate analyses and reports. See Attachment C.

5.6 The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and districts are making adequate yearly progress on the basis of disaggregated subgroups.

5.6.1 No data will be publicly reported with less than 10 students in the group.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

6.1 Accountability system is based primarily on academic assessments.

6.1.1 Academic performance will be calculated as the number of continuously enrolled students who test proficient (as measured by the ISAT) divided by the number of students who took the test.

6.1.2 The following indicators will be used to measure student achievement.

6.1.2.1 ISAT in Reading and Mathematics (grades 2-9 and HS)

6.1.2.2 National Assessment of Educational Progress (NAEP)

6.1.2.3 IRI (K-3)

6.1.2.4 DWA (grades 5, 7, 9)

6.1.2.5 DMA (grades 4, 6, 8)

PRINCIPLE 7. State definition of AYP includes graduation rates for public high

schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

7.1 Accountability system includes graduation rate for high schools.

7.1.1 Idaho will calculate a graduation rate as a variable for AYP calculations for schools and districts.

7.1.2 The graduation rate formula will be the formula devised from the National Center for Educational Statistics (NCES).

7.1.3 Graduation rate is defined by NCES as the proportion of students that begin ninth grade and go on to complete twelfth grade with a diploma or any other form of completion certificate except high school equivalencies (GED).

7.2 Accountability system includes an additional academic indicator for elementary and middle schools.

7.2.1 Idaho will calculate average daily attendance as a variable for AYP calculations for schools and districts.

7.2.2 Average daily attendance will be calculated by dividing average daily attendance by the full-time equivalent enrollment.

7.2.3 Full-time equivalent enrollment is calculated by dividing the initial student count at the beginning of a school year by the number of new students added and subtracting those that withdraw.

7.3 Additional indicators are valid and reliable.

Requires further discussion and review.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

8.1 Accountability system holds students, schools and districts separately accountable for reading/language arts and mathematics.

Requires further discussion and review.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

9.1 Accountability system produces reliable decisions.

9.1.1 Data will be analyzed for groups with 34 or more students.

9.1.2 Scores from subgroups with less than 34 students will be included in the school and district aggregate analyses and reports.

9.2 Accountability system produces valid decisions.

9.2.1 Baseline data will be established from the ISAT given in 2002-2003.

9.2.2 Future determinations of achievement data will be derived from the on-grade level ISAT.

9.2.3 All changes to assessments included in this accountability plan will undergo validity and reliability studies prior to being fully implemented.

9.3 State has a plan for addressing changes in assessment and student population.

9.3.1 All changes to assessments included in this accountability plan will undergo validity and reliability studies prior to being fully implemented.

PRINCIPLE 10. In order for a public school or LEA to

make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

10.1 Accountability system has a means for calculating the rate of participation in the statewide assessment.

10.1.1 Participation rate will be determined by dividing the number of students assessed on the Spring ISAT by the number of students in the appropriate grade levels as reported on the March enrollment report (1st Friday in March).

10.2 Accountability system has a means for applying the 95% assessment criteria to student subgroups and small schools.

10.2.1 Districts and schools who have subgroups with 34 or more students must test 95% of the students.

10.2.2 Districts and schools who have subgroups with less than 34 students will follow the table (Attachment C) to ensure adequate participation.

PRINCIPLE 11. Qualifications for Teachers and Paraprofessionals

11.1 Districts and Schools must employ Highly Qualified Teachers* and Paraprofessionals** as defined by the SBOE.

11.1.1 All teachers must have a state certification, hold a bachelor's degree, and have demonstrated subject area competency by 2005-2006.

11.1.2 All paraprofessionals must have at least two years of postsecondary education or, for an applicant with a high school diploma, demonstrate necessary skills on a formal state or local academic assessment by 2005-2006.

*Definition of Highly Qualified Teacher approved by the Idaho State Board of Education on April 17, 2003. Available on the SBOE website.

** Appropriate Roles for Paraprofessionals approved by the Idaho State Board of Education on April 17, 2003. Available on the SBOE website.

PRINCIPLE 12. OTHER STATE ACCOUNTABILITY MEASURES

12.1 Students must receive a proficient score on the ISAT, DWA and DMA to graduate.

12.2 Local Boards of Trustees will define graduation requirements that include:

12.2.1 Proficient scores on language arts/reading and mathematics ISAT

12.2.2 Knowledge of standards in science, social studies, health and humanities

12.3 The SBOE will establish a process by which districts may request on behalf of their students the consideration of other forms of verification of essential skill competencies in lieu of the ISAT, DMA and DWA. These requests will only be considered after at least three unsuccessful attempts at passing the assessments.

Additional areas for future consideration:

13. Adequate Yearly Gain

14. Educational Technology

15. Safe and Drug Free Schools (Persistently Dangerous Schools)

16. 21st Century Community Learning Centers

17. Charter Schools

(Consistent with SBOE recommendations 2004)

11 districts receive Reading First grants

Eleven school districts will receive \$2.7 million in grants to enhance reading programs at schools serving high need students, Superintendent of Public Instruction Marilyn Howard announced in May.

"These funds will focus resources on the areas of greatest need," Howard said. "We look forward to monitoring the results of programs in these schools and sharing with the rest of the state what programs are showing the greatest success in advancing student learning."

Howard said grants to districts are from the State Department of Education's federal Reading First grant. The federal grant has been designed to complement the state's successful reading initiative.

The state Legislature's reading initiative requires and funds:

- Testing for all children from kindergarten through third grade twice a year,
- Extra help for students scoring below grade level, and
- All K-8 reading teachers and reading program administrators to take the Idaho Comprehensive Literacy

Second round of grants

Eligible districts that did not receive a grant during the first round of applications may apply for a Reading First grant again in the fall. For information contact Marybeth Flachbart at 1 (208) 332-6800.

Course.

The federal Reading First program targets schools serving large numbers of students living in poverty. Federal grant funds may be used to hire reading experts, to buy researched-based instructional materials and curriculum, and to provide professional development for staff.

Only 31 school districts in Idaho meet the criteria of high need and low resources to apply for the competitive grants. Districts receiving grants and schools targeted include:

Nampa School District, Nampa, \$285,000, Snake River and Sherman elementary schools;

Caldwell School District, Caldwell, \$285,000, Van Buren, Sacajawea and Woodrow Wilson elementary schools;

Vallivue School District,

Caldwell, \$285,000, East and West Canyon elementary schools;

Mountain Home School District, Mountain Home, \$285,000, West and East elementary schools;

Gooding School District, Gooding, \$142,000, Gooding Elementary School;

Wendell School District, Wendell, \$285,000, Wendell Elementary School;

Jefferson County School District, Rigby, \$285,000, Harwood and Roberts elementary schools;

Madison School District, Rexburg, \$285,000, Archer, Lyman and Adams elementary schools;

Minidoka County School District, Rupert, \$285,000, Acequia and Paul elementary schools;

District

(Continued from Page 2)

School District Superintendent Rick Miller said it is the district's devoted teachers who can be credited with making the new approaches work.

"We've always had great teachers," he said. "We're trying to change the system. If you match the neediest kids with the strongest teachers, those kids will move."

In the most challenged school in the district, 90 percent of the students are on the free or reduced-price lunch program; 60 percent of them are Hispanic.

In one first grade class, 16 children were at the lowest measured proficiency level at the beginning of the year.

By the end, only four remained, and three of them were new move-ins to the district.

Districtwide, far fewer students remain in the lowest proficiency ranking by the end of kindergarten.

"I think that's about teachers and teachers making incredible efforts," Miller said.

He said it is notable that the district has made improvements with existing resources, without any new major grants or programs.

"Our goal is to move to some normal level, then beyond normal to extraordinary," he said.

New Plymouth School District, New Plymouth, \$142,000, New Plymouth elementary school;

Twin Falls School District, Twin Falls, \$285,000, Bickel and Oregon Trail schools.

In addition to providing funds for high need schools, the State Department of Education will use funds to offer training to teachers across the state and provide regional reading experts to assist schools.

BRIEFS

Meetings provide updates on reforms

The State Department of Education's fall meetings with school principals and administrators will be held in September.

The meetings dates and location are as follows:

Sept. 3 -- Region VI Bonneville High School, Idaho Falls.

Sept. 4 -- Region V, Century High School, Pocatello.

Sept. 5 -- Region IV, Burley Senior High School.

Sept. 9 -- Region II, Lewiston Senior High School, Lewiston.

Sept. 10 -- Region I, Lake City High School, Coeur d'Alene.

Sept. 12 -- Region III Vallivue High School, Caldwell.

In the past, the meetings centered on accreditation. The annual event has been expanded to include updates on testing, state and federal initiatives, special education and technology.

For more information contact Carolyn Mauer at 1 (208) 332-6944 or 1 (800) 432-4601.

Revisions proposed for licensure

In June, the State Board of Education will consider sweeping changes to teacher licensure and renewal in Idaho.

This past spring, the board's Maximizing Opportunities for Teachers and Students (MOST) Committee has been gathering comment on its proposals.

The proposals include New criteria for the renewal of a license and a new process for monitoring professional development of educators.

A proposal for a three-tiered licensing system for new and existing teachers may not be considered by the board in June, as MOST committee members want to review it again.

The full proposals are available on the board's website at www.idahoboardofed.org.

The plan is to present the final proposals to the Legislature in January 2004.

Code of Ethics changes proposed

The Professional Standards Commission has proposed changes to the Code of Ethics for the Teaching Professional.

The commission held a public hearing on the proposal in May and will review comments and make changes in June.

The Commission plans to ask the State Board of Education for its approval later this year with the final proposal going to the Legislature in January 2004.

The current code is more than 10 years old and the commission has been working on the new version for nearly three years.

The proposed code clarifies what conduct or behavior would be in violation and also eliminates sections that are personnel concerns.

The proposal is available on the State Department of Education's website: www.state.id.us/dept.

For more information contact Keith Potter of the SDE at 1 (208) 332-6887 or 1 (800) 432-4601.

IRS wants to team up with schools

The Internal Revenue Service is looking for assistance in getting information to parents about the Earned Income Credit (EIC).

The IRS regional office in Portland, Ore., will send brochures to schools willing to distribute them to parents with registration materials.

The IRS estimates that about 25 percent of the households eligible for this credit do not apply because they are not aware of it.

For more information contact Don Broyles, Tax Specialist, at 1 (503) 326-2150 or don.w.broyles@irs.gov.

Fillmore honored by dietitians' group

The Idaho Dietitians' Association named Colleen Fillmore, of the State Department of Education, Idaho's Dietitian of the Year in April.

Fillmore is a specialist in the department's child nutrition program. She works with school lunch program. Each year the association honors one of its members who is a leader in the field of dietetics for the State of Idaho.

Counselors honor Orofino educator

The Idaho Counseling Association named Orofino

High School counselor Cindy Beck Idaho's Counselor of the Year in January.

Beck has been a counselor in Pierce and Orofino schools for eight years.

Rush leads national pro-tech group

Dr. Mike Rush is the incoming President of the National Association of State Directors of Career & Technical Education. Rush is the administrator of the Idaho Division of Professional-Technical Education.

Prevention programs recognized by state

Six school district drug and alcohol abuse prevention and support programs for students were honored by the State Department of Education this spring.

Each year programs from each educational region of the state are recognized to showcase programs that are effective in assisting students.

A recent survey of sixth, eighth, 10th and 12th graders shows that students get most of their information about the dangers of substances from their schools.

The following programs were honored:

Region I -- Another Place to Turn (AP2T) for sixth through eighth graders, Post Falls Middle School.

Region II -- Club SODA (Students Opposed to Drugs/Alcohol) for high school students in the Lewiston School District.

Region III -- Success Club Tutoring Program for sixth through eighth graders in the Vallivue School District.

Region IV -- Natural Helpers program for seventh through 12th graders, in the Hansen School District.

Region V -- Teens Against Tobacco Use for fourth through sixth graders in the Grace and North Gem school districts.

Region VI -- Madison County Project Live, Language and Literacy program for children from birth to age 5 in the Madison County School District.

Curricular materials committee to meet

The State Curricular Materials Committee will meet from June 16 to 20 to review

materials for recommendation to the State Board of Education.

The committee will review materials for math and professional technical education as well as annual reviews of computer applications, research-based reading, reading intervention, and limited English proficiency materials.

The board will decide on the recommendations at its August meeting.

The annual Curricular Materials Caravan will be Oct. 23 in Lewiston, Oct. 28 in Boise, Oct. 29, in Twin Falls, and Oct. in Idaho Falls.

For more information contact Dan Prinzing at 1 (208) 332-6974 or 1 (800) 432-4601.

Free science posters available

Three science-related posters are available free to teachers from the INEEL.

The posters include "Radiation and its Penetrating Abilities," "Nuclear Science," and "Eastern Snake River Plain Aquifer."

For copies, a teacher may call 1-800-232-4635, e-mail AskOversight@deq.state.id.us, or order via our web site at www.Oversight.state.id.us.

Districts honored for healthy menus

Three school districts will be honored by the State Department of Education for providing school meals that meet federal nutrition guidelines and appeal to children.

The State Department of Education's Child Nutrition Program announced that the Boundary, Camas and Teton county school districts would be honored at this year's Action For Healthy Kids-Idaho Summit in October in Boise.

"Our goal is to recognize the efforts of school districts who are striving to provide students a safe and healthy environment to learn in. These school districts have taken the initiative to modify their menus to offer healthier food items and the students appear to be enjoying it. Participation rates in the school lunch programs remain high," said Mary Breckenridge, Supervisor of Child Nutrition Programs for the State Department of Education. "We are thrilled to be able to hold these districts up as models for

Idaho."

Thirty school districts and residential child care institutions submitted menus for review of nutrients, fat, cholesterol, calories and student acceptance last year and the school districts receiving the highest scores received the awards.

Grants given for afterschool program

Several Idaho school districts and community groups will offer after school programs for children in low-income areas thanks to new federal grants announced in the spring.

The Idaho 21st Century Community Learning Center Grant Program will allow the creation, expansion, or continuation of nine after school programs serving students from 30 schools throughout the state.

School districts receiving grants include:

Buhl, \$92,000 to serve students at Buhl Middle School.

Caldwell, \$184,000 to serve students from Sacajawea, Van Buren, Wilson, and Syringa elementary schools.

Snake River, \$77,500 to serve students from Moreland elementary, Riverside elementary, Rockford elementary, and Snake River middle schools.

Nampa, \$157,205 to serve students from Central elementary, Lincoln Elementary, Park Ridge elementary, Snake River elementary, and South Middle schools.

Oneida, \$99,430 to serve students from Malad elementary and middle schools.

Parma, \$132,700 to serve students at Maxine Johnson elementary, Parma middle, and Parma high schools.

Grangeville, \$210,000 to serve students from Clearwater Valley elementary, Elk City, Grangeville elementary and middle, Kamiah middle, Prairie elementary, and Riggins elementary schools.

Lapwai, \$101,800 to serve students from Lapwai elementary and middle schools.

Gooding, \$276,000 to serve students from Gooding elementary and middle schools.

Another round of grant applications will be held next school year. For more information contact Claudia Hasselquist at 1 (208) 332-6960 or 1 (800) 432-4601.

CALENDAR

JUNE

June 3-6
State FFA Career Development Events, Moscow. For information contact Richard Ledington, 1 (208) 334-3216.

June 9-12
Joint Student Leadership BLAST Training, Holiday Inn on Vista, Boise. For information contact Richard Ledington, 1 (208) 334-3216.

June 15-19
Professional Technical Educators Summer Conference, Coeur d'Alene. For more information contact Dave Dean or Sara Jones at 1 (208) 334-3216.

June 15-24
Whittenberger Student Writing Project, Albertson College of Idaho, Caldwell. Sponsored by the State Department of Education and the Whittenberger Foundation. For information contact Pat Pierose at 1 (208) 345-9185.

June 16-20
Curricular Materials Selection Committee Meeting, Boise. For information contact Deanie Grant at 1 (208) 332-6974.

June 17-19
Idaho's Fourth Character Education Institute. 8 a.m. to 4 p.m., The Grove Hotel, Boise. For information, contact either Karen Fraley 1 (208) 332-6927, or 1 (208) 332-6890.

June 18-20
Northwest Evaluation Association Members Seminar "Mission Possible: Strategies for Continuous Improvement," Portland, Ore. For information visit www.nwea.org.

June 19-24
Whittenberger Writing Retreat for Teachers, Albertson College of Idaho, Caldwell. For information contact Pat Pierose at 1 (208) 345-9185.

June 23-24
Professional Standards Commission Meeting. 8 a.m. to 5 p.m., basement conference room, J.R. Williams Building, Boise. For information, contact Mary Jane Markland at 1 (208) 332-6884.

June 23
State School Bus Rodeo Competition, Kuna High School. For information, contact Michelle Ross at 1 (208) 332-6851.

June 24-26
Idaho Association of Pupil Transportation and State Department of Education Summer Conference, Boise Centre on the Grove. For information, contact Michelle Ross at 1 (208) 332-6851.

June 23
"Joint Workshop,"

Doubletree Riverside, Boise, sponsored by the Idaho School Boards Association and the Idaho Association of School Administrators. For information call 1 (208) 854-1476 or visit www.idsba.org.

June 24-25
"Idaho Education: School Leaders' Summit," Doubletree Riverside, Boise, sponsored by the Idaho Association of School Administrators. For information call 1 (208) 345-1171 or visit www.idschadm.org.

June 26-27
State Board of Education meeting, University of Idaho, Moscow. For details visit: www.idahoboardofed.org.

JULY

July 6-10
Family, Career and Community Leaders of America National Leadership Meeting, Philadelphia, Pa. For information, contact Nancy Walker, Division of Professional-Technical Education, at 1 (208) 334-3216.

July 11-19
Center for Civic Education Western Regional Summer Institute, Boise State University, Boise. For information contact Susan S. Roe at 1 (800) 350-4223 or visit www.civiced.org.

July 13-16
National School Public Relations Association Annual Seminar, Denver, Colo. For information visit www.npra.org.

July 13-18
Idaho Business Week, Boise, Boise State University, sponsored by the Idaho Association of Commerce and Industry. For information visit www.iaci.org/bweek or call 1 (208) 2166 or 1 (800) 345-2161.

July 20-25
Arts Powered Schools 2003 Summer Institute, University of Idaho, Moscow, sponsored by the State Department of Education, Idaho Commission on the Arts, Idaho Alliance for Arts in Education. For information contact Peggy Wenner at 1 (208) 332-6949.

July 20-26
"John Steinbeck and the Art of Social Engagement: An Interdisciplinary Summer Institute for Idaho Literature and History Teachers," Albertson College of Idaho, Caldwell, sponsored by the Idaho Humanities Council. For information contact the council at 1 (888) 345-5346 or visit www2.state.id.us/hc/steinbeck.

July 21-25
Idaho State Library Summer Institute, Idaho State University, Pocatello. The event will include a track for elementary school media

Inservice events

Is your group planning an inservice event for in October? The State Department of Education will post it on its online calendar and include it in upcoming issues of News & Reports.

Send details to awestfal@sde.state.id.us or call 1(208) 332-6812.

staff. For information contact Pamela Bradshaw at 1 (208) 334-2150 or 1 (800) 458-3271.

July 27-Aug. 1
Idaho Business Week, Moscow, University of Idaho, sponsored by the Idaho Association of Commerce and Industry. For information visit www.iaci.org/bweek or call 1 (208) 2166 or 1 (800) 345-2161.

AUGUST

Aug. 4-8
Idaho Math Academy, University of Idaho, Moscow. This course is filled. For information, contact Susan Harrington at (208) 332-6979, or visit: www.sde.state.id.us/idahomathacademy/.

Aug. 5-6
"Standards-based Accountability: Closing the Gap," 8 a.m. to 5 p.m., Northwest Nazarene University, Nampa. For information, visit www.sde.state.id.us/dept or call contact Nancy Gibson at 1 (208) 467-8870, or email nkgibson@nnu.edu.

Aug. 7
Department of Education's Annual Superintendents' Meeting, Nampa Civic Center. For information, contact Susanne Daniels at 1 (208) 332-6810.

Aug. 8
New superintendent's orientation with the State Department of Education. For information, contact Tom Farley at 1 (208) 332-6890.

Aug. 14-15
State Board of Education meeting, Eastern Idaho Technical College, Idaho Falls. For details visit: www.idahoboardofed.org.

SEPTEMBER

Sept. 3
Fall 2003 State Department of Education Accreditation Tour, Region VI Bonneville High School, Idaho Falls. Date tentative. For information, contact Ann Kelley at 1 (208) 332-6944.

Sept. 3
Fall Career Development Workshops, Eastern Idaho Technical College, Idaho Falls. For information, please visit <http://www.ptesde.state.id.us/>, or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 4
Fall 2003 State Department of Education Accreditation Tour, Region V, Century High School, Pocatello. Date tentative. For information, contact Ann Kelley at 1 (208) 332-6944.

Sept. 4
"Fall Career Development Workshops," Idaho State University, Pocatello. For information, visit www.ptesde.state.id.us/, or contact Tammy Ackerland, (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 5
Fall 2003 State Department of Education Accreditation Tour, Region IV, Burley High School, Burley. Date tentative. For information, contact Ann Kelley at 1 (208) 332-6944.

Sept. 5
Fall Career Development Workshops, College of Southern Idaho, Twin Falls. For information, visit www.ptesde.state.id.us/, or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 9
Fall 2003 State Department of Education Accreditation Tour, Region II, Lewiston High School, Lewiston. Date tentative. For information, contact Ann Kelley at 1 (208) 332-6944.

Sept. 9
Fall Career Development Workshops, North Idaho College, Coeur d'Alene. For information, visit www.ptesde.state.id.us/ or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 10
Fall 2003 State Department of Education Accreditation Tour, Region I, Lake City High School, Coeur d'Alene. Date tentative. For information, contact Ann Kelley at (208) 332-6944.

Sept. 10
Fall Career Development Workshops, Lewis Clark State College, Lewiston. For information visit www.ptesde.state.id.us/ or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 12
Fall 2003 State Department of Education Accreditation Tour, Region III, Vallivue High School, Caldwell. Date tentative. For information, contact Ann Kelley at 1 (208) 332-6944.

Sept. 12
Fall Career Development Workshops, Boise State University, Boise. For

information visit www.ptesde.state.id.us or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

Sept. 15
Fall Career Development Workshops, Boise State University, Nampa. For information, please visit www.ptesde.state.id.us or contact Tammy Ackerland, 1 (208) 334-3216 or email tackerla@pte.state.id.us.

OCTOBER

Oct. 2-3
State In-Service Training Days.

Oct. 2-3
Action for Healthy Kids - Idaho Summit, 8 a.m. - 4 p.m., Capitol High School, 8055 Goddard Road, Boise. For information, contact Seanne Safaii at 1 (208) 332-6827.

Oct. 2-3
State Board of Education meeting, Lewis Clark State College, Lewiston. For details visit: www.idahoboardofed.org.

Oct. 1-4
Idaho Library Association annual fall conference, Post Falls. For information visit www.idaholibraries.org.

Oct. 8-11
National Association of Biology Teachers National Convention and Exhibition, Portland (Oregon) Convention Center and Doubletree Hotel at Lloyd Center. For information, visit www.nabt.org, or call 1 (800) 406-0775 or 1 (703) 264-9696, or email office@nabt.org.

Oct. 23
Idaho Curricular Materials Caravan, noon to 5 p.m., Red Lion, 621 21st St., Lewiston. For information, contact Dr. Dan Prinzing at 1 (208) 332-6974.

Oct. 28
Idaho Curricular Materials Caravan, noon to 5 p.m., Holiday Inn - Airport, 3300 Vista Ave., Boise. For information, contact Dr. Dan Prinzing at 1 (208) 332-6974.

Oct. 29
Idaho Curricular Materials Caravan, noon - 5 p.m., West Coast Hotel, 1357 Blue Lakes Blvd. N., Twin Falls. For information, contact Dr. Dan Prinzing at 1 (208) 332-6974.

Oct. 30
Idaho Curricular Materials Caravan, noon to 5 p.m., Shilo Inn, 780 Lindsay Blvd., Idaho Falls. For information, contact Dr. Dan Prinzing at 1 (208) 332-6974.

NOVEMBER

Nov. 12-15
Idaho School Board's Association's Annual Convention, Coeur d'Alene Resort. For additional information please contact Barb at the ISBA office at 1 (208) 854-1476.

DECEMBER

Dec. 4-5
State Board of Education meeting, Idaho State University, Pocatello. For details visit: www.idahoboardofed.org.

TO:

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NEWS & REPORTS

www.sde.state.id.us/dept

A message from the state superintendent

Be proud of the difference you make

A year is ... well, it depends. There's a January-December calendar year, a July-June state fiscal year, the October-September federal fiscal year, and, for those of us in education, the all-important school year.

The school year of today is much different than the school year of my childhood. Back then, summer vacation seemed to stretch ahead forever, built around farm chores, the summer reading program at the local library, family reunions, and all those nights when playing 'til dark meant playing for a long, long time.

I assumed everyone had summer off -- everyone, that is, except my parents and their neighbors, all farmers, whose responsibilities continued through every season. But students and teachers, governed by the school year schedule, had those three months of rest and relaxation, or so I thought.

That "school year" has changed. For students, year-round schools, extended year programs, alternative schools, day and boarding camps, and summer schools are as common as the summer job or the summer recreation program. For some, this is catch-up time; for others, move-ahead time.

For teachers, summer is a time for professional and personal development. Look through this issue of News & Reports and you'll find a variety of activities and events planned for Idaho's educators and school administrators.

Also in this issue is a wealth of information about the heightened expectations of teachers, administrators, trustees, and paraprofessionals. Like all other states, Idaho is moving toward full compliance with the federal "No Child Left Behind Act," as well as with its own new achievement standards and assessment systems and its own revised requirements for teachers.

All of these started out as separate bits and pieces, but they are now being woven into a single focus with one over-



pals and superintendents are becoming instructional leaders, mentors, and strategic planners in addition to their more traditional roles as building and personnel managers. Legislators here and in other states are watching to see the results of the investments they have made in standards implementation and assessments.

It's easy to get caught up in these issues and lose sight of the reason most of us entered the field of education in the first place, and that's because we care passionately about children and their future.

The late Fred Rogers spoke at a conference I attended last year, and gave his audience a vivid reminder of why our work is important. He asked each of us to think back to someone who had made a difference to us -- someone who had influenced us or taught us or otherwise left an indelible mark on our lives. And then he said, "Just think now how proud that person would be that you thought of him or her."

Sometimes when I've used that Mr. Rogers story, I've asked who people thought about. More often than not, it was a teacher -- someone who inspired, who challenged, who cared.

Sometimes we know which of our students will carry that memory. More often it comes as a surprise, usually years later, when we hear from a former student who comes back or writes to say thanks. Teaching is an investment that pays future dividends.

So the end of the school year and the beginning of summer always seemed a mixed blessing to me. I could look ahead to a busy time of professional renewal and even further ahead to a new classroom of children, but I hated to say goodbye to the youngsters who had filled my life for so many months.

Until Idaho's economy recovers, we can probably expect more of the same from the states policy-makers. Here's hoping your personal rewards will carry you through.

Report Cards will change in '03-'04

Comments sought on how to improve process for 2003-2004

By Allison Westfall

This past school year, Idaho schools, districts, and the state produced the first Report Cards to meet federal No Child Left Behind (NCLB) requirements.

NCLB requires that all states, school districts, and schools produce annual report cards that showcase student assessment data, information on teacher qualifications, and other indicators of school performance.

The State Department of Education was able to produce state and district report cards in English and Spanish on its website. (Available at www.sde.state.id.us/ipd/reportcard/SchoolReportCard.asp).

The department tapped a statewide task force to create a template for schools to use in meeting the requirement.

The templates developed for school use went beyond the federal and state requirements and included information that research shows the public and parents most want to know about their schools including average class sizes, school safety information, and parental involvement.

The state's initial efforts were praised by federal reviewers in April.

In producing the reports, department staff and the task force were aware that the information reported for the 2003-2004 would change significantly.

Some of the anticipated changes include:

- Spring ISAT on grade level, at grade level results will replace ITBS data.

- Percentages of students scoring at each of the state's four proficiency levels will replace average scores.

- Schools will be expected to produce reports at the beginning of the school year as specified by the law.

- Reporting on teacher qualifications will reflect the state's "Highly Qualified Teacher" definition.

On June 12, the state task force will meet again to develop the templates for schools to use in meeting this requirement.

To assist the task force, school administrators, support staff, and others who produced their schools' report cards this year are asked to submit suggestions for improving the templates for 2003-04.

Suggestions are due to June 9 and

SDE offers "news" services

The State Department of Education offers four ways for educators and others interested in education to stay current daily and weekly.

- A daily roundup of education headlines from the state's online newspapers;

- A weekly email newsletter;

- A weekly a 10-minute interview program via Idaho Public Television webstreaming.

- News releases via email.

All may be accessed on the SDE website at www.sde.state.id.us/dept under "news" or you can receive the information via email.

To sign up for the "direct" email contact Allison Westfall at 1 (208) 332-6812 or email news@sde.state.id.us

should be sent to Allison Westfall, public information officer, State Department of Education, P.O. Box 83720, Boise, ID 83720-0027. Responses also may be faxed to her at 1 (208) 332-6836 or emailed to awestfal@sde.state.id.us.

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